



State of New Jersey

2014-15

03-3550-070

OVERVIEW

BERGEN
NEW MILFORD BORO

BERTRAND F GIBBS ELEMENTARY SCHOOL
195 SUTTON PLACE
NEW MILFORD, NJ 07646

GRADE SPAN KG-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

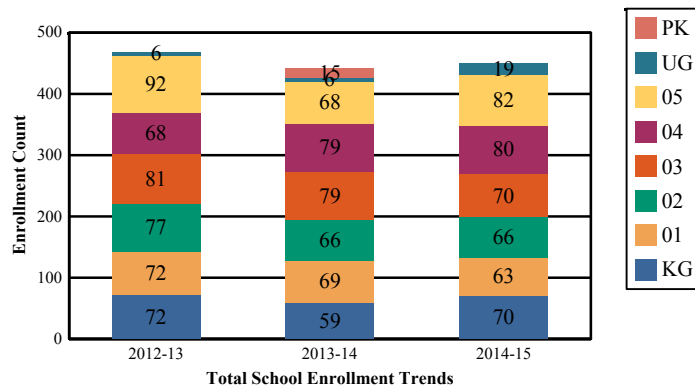
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

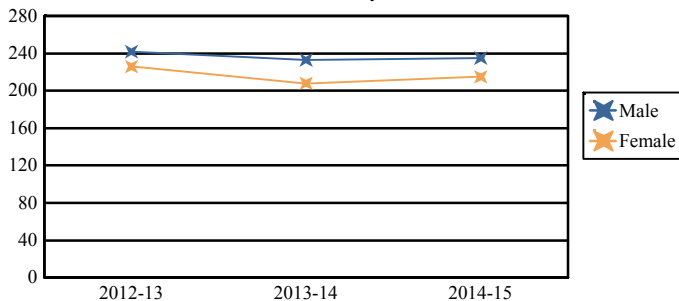


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	468
2013-14	441
2014-15	450

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

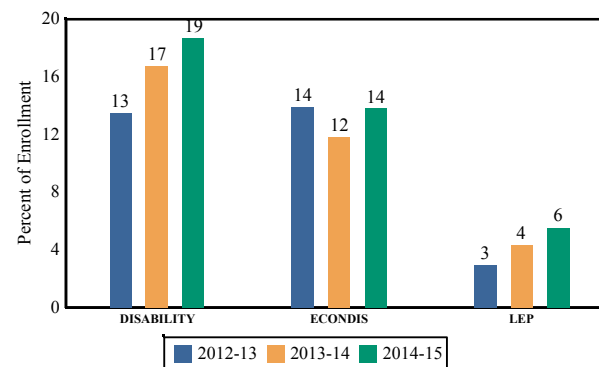


	Male	Female
2012-13	242	226
2013-14	233	208
2014-15	235	215

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Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



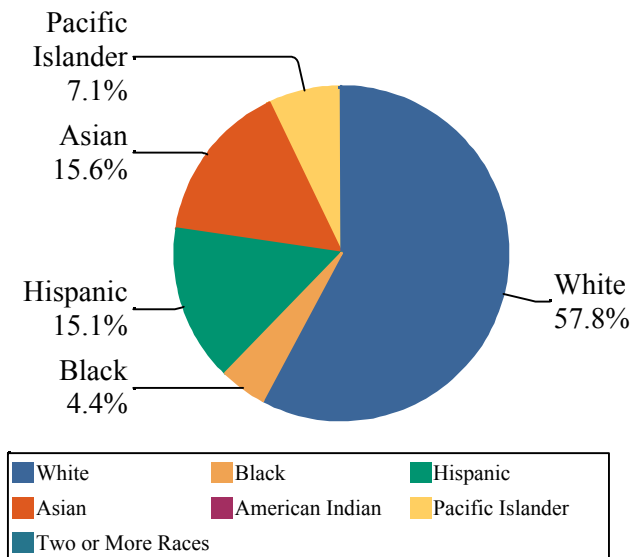
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	84	19%
Economically Disadvantaged Students	62	13.8%
English Language Learners	25	5.6%

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Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	80.0%
Official Aramaic (700-300 BCE)	5.4%
Spanish	4.2%
Malayalam	1.6%
Korean	1.3%
Pilipino	1.1%
Other	6.5%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	57%	42	56
Math Met or Exceeded Expectation	44%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	229	56.8%	95%	99.2%	YES
White	137	58.4%	95%	99.3%	YES
African American	-	-	--	--	--
Hispanic	32	40.6%	95%	100%	-
American Indian	-	-	--	--	--
Asian	54	61.1%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	51	31.4%	95%	100%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	230	43.9%	95%	99.2%	YES
White	137	40.9%	95%	99.3%	YES
African American	-	-	--	--	--
Hispanic	33	27.3%	95%	100%	-
American Indian	-	-	--	--	--
Asian	54	59.3%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	51	27.5%	95%	100%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	30	20%	95%	96.9%	-

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	757	744	1%	17%	24%	54%	4%	58%	44%
White	44	762	753	0%	16%	23%	57%	5%	61%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	17	755	769	0%	24%	18%	53%	6%	59%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	17	739	718	6%	35%	24%	29%	6%	35%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	761	751	1%	6%	27%	52%	14%	66%	52%
White	49	760	758	2%	6%	27%	51%	14%	65%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	11	757	737	0%	0%	45%	55%	0%	55%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	16	765	773	0%	13%	13%	56%	19%	75%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	16	736	725	6%	19%	38%	31%	6%	38%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	14	742	734	7%	7%	36%	43%	7%	50%	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	743	751	10%	9%	34%	46%	1%	47%	53%
White	44	741	757	14%	7%	32%	48%	0%	48%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	14	735	737	14%	21%	29%	29%	7%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	21	754	771	0%	5%	43%	52%	0%	52%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	18	722	723	33%	17%	28%	22%	0%	22%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	745	746	6%	17%	31%	41%	6%	46%	46%
White	44	744	752	7%	16%	34%	39%	5%	43%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	17	752	772	6%	12%	24%	47%	12%	59%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	17	725	727	12%	35%	35%	18%	0%	18%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	749	744	4%	13%	32%	46%	6%	52%	42%
White	49	749	749	6%	12%	35%	39%	8%	47%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	11	742	732	0%	18%	36%	45%	0%	45%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	16	757	769	0%	6%	25%	63%	6%	69%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	16	736	724	13%	6%	44%	31%	6%	38%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	14	729	730	7%	21%	50%	14%	7%	21%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	80	741	744	5%	18%	44%	31%	3%	34%	42%
White	44	737	749	9%	16%	43%	32%	0%	32%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	15	735	733	0%	40%	47%	13%	0%	13%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	21	753	768	0%	5%	43%	43%	10%	52%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	18	727	724	17%	39%	17%	28%	0%	28%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 04

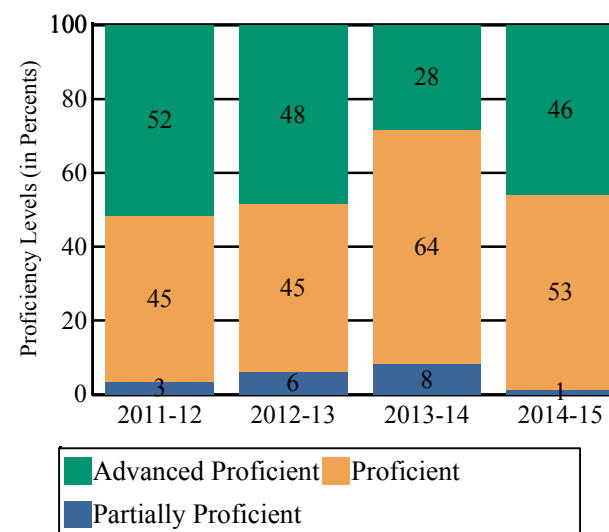
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	46%	53%	1%
White	50%	48%	2%
African American	-	-	-
Hispanic	36%	64%	0%
American Indian	-	-	-
Asian	44%	56%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	17%	83%	0%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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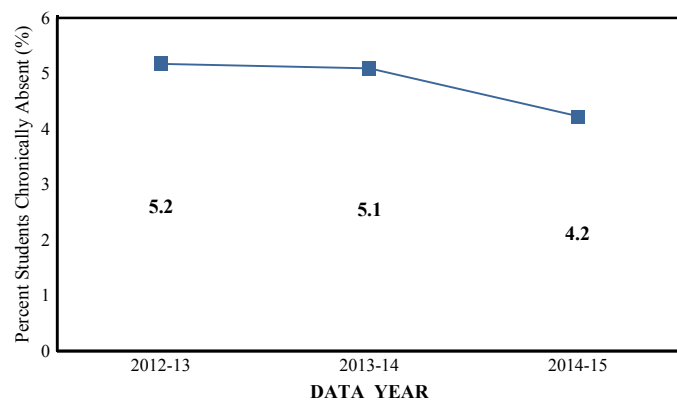
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

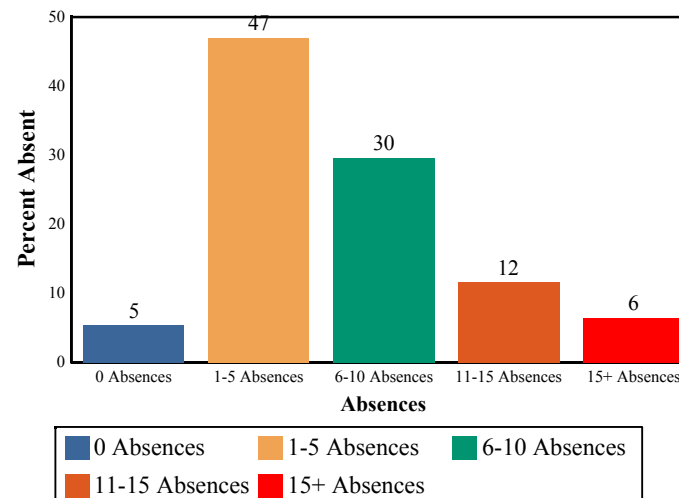


Chronic Absenteeism for 2014-15

4.23%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	61	83	80	35	YES
Student Growth on Math	65	90	87	35	YES
		87	84		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	5%	1%	1%
Approached	10%	12%	10%
Met	5%	17%	28%
Exceeded	0%	1%	7%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	7%	6%	2%
Approached	6%	14%	18%
Met	4%	10%	25%
Exceeded	0%	1%	3%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	784	770
50th	758	743
25th	735	715
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	763	767
50th	749	745
25th	728	722
0th	688	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	780	773
50th	758	750
25th	740	728
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	762	773
50th	747	751
25th	730	728
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	764	764
50th	752	742
25th	734	721
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	752	763
50th	742	743
25th	729	723
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	23	40

SCHOOL CLIMATE
BERGEN
NEW MILFORD BORO

State of New Jersey
2014-15

GRADE SPAN KG-05

03-3550-070
BERTRAND F GIBBS ELEMENTARY SCHOOL
195 SUTTON PLACE
NEW MILFORD, NJ 07646

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 45 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	450

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	WARREN POINT ELEMENTARY SCHOOL	03-1450-140	KG-05	14.3%	6.5%	18.3%
BERGEN	FORT LEE BORO	SCHOOL NO. 3	03-1550-080	KG-06	14.8%	14%	8.4%
BERGEN	MAYWOOD BORO	MEMORIAL	03-3060-070	PK-03	15.8%	9.1%	15.4%
BERGEN	NEW MILFORD BORO	BERTRAND F GIBBS ELEMENTARY SCHOOL	03-3550-070	KG-05	13.8%	5.6%	16.7%
BERGEN	OAKLAND BORO	DOGWOOD HILL ELEMENTARY SCHOOL	03-3760-040	PK-05	11%	1.4%	17.3%
BURLINGTON	BASS RIVER TWP	BASS RIVER TOWNSHIP ELEMENTARY SCHOOL	05-0200-050	PK-06	17.4%	2.6%	27.1%
BURLINGTON	EVESHAM TWP	FLORENCE V EVANS	05-1420-050	KG-05	11.8%	0%	20.8%
BURLINGTON	MEDFORD TWP	KIRBY'S MILL ELEMENTARY SCHOOL	05-3080-045	PK-05	14.5%	5.5%	19%
ESSEX	CALDWELL-WEST CALDWELL	JEFFERSON ELEMENTARY SCHOOL	13-0660-070	KG-05	10.1%	3.7%	15.9%
GLOUCESTER	PITMAN BORO	W.C.K. WALLS ELEMENTARY SCHOOL	15-4140-080	PK-05	13.1%	0%	21.4%
GLOUCESTER	SWEDESBORO-WOOLWICH	GENERAL CHARLES G. HARKER SCHOOL	15-5120-080	03-05	11.7%	0.8%	19.2%
GLOUCESTER	WASHINGTON TWP	WEDGWOOD ELEMENTARY SCHOOL	15-5500-060	01-05	14.4%	0%	24.3%
HUNTERDON	FLEMINGTON-RARITAN REG	COPPER HILL ELEMENTARY SCHOOL	19-1510-033	PK-04	12.6%	2.8%	16.9%
MIDDLESEX	EAST BRUNSWICK TWP	CENTRAL ELEMENTARY SCHOOL	23-1170-070	KG-05	14.8%	8.7%	14.6%
MIDDLESEX	OLD BRIDGE TWP	ALAN B. SHEPARD ELEMENTARY SCHOOL	23-3845-082	KG-05	18.2%	9.5%	18.6%
MIDDLESEX	OLD BRIDGE TWP	M. SCOTT CARPENTER ELEMENTARY SCHOOL	23-3845-133	KG-05	12.8%	3.2%	18.2%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN F KENNEDY ELEMENTARY SCHOOL	23-4910-055	KG-04	15.7%	0.8%	23.1%
MONMOUTH	ATLANTIC HIGHLANDS BORO	ATLANTIC HIGHLANDS ELEMENTARY SCHOOL	25-0130-020	PK-06	10.1%	1.3%	19.1%
MONMOUTH	HOWELL TWP	NEWBURY ELEMENTARY SCHOOL	25-2290-032	PK-05	14.5%	0%	26.7%
MONMOUTH	MIDDLETOWN TWP	NAVESINK ELEMENTARY SCHOOL	25-3160-140	KG-05	10.8%	2%	19.3%

SCHOOL PEER GROUP

BERGEN

NEW MILFORD BORO

BERTRAND F GIBBS ELEMENTARY SCHOOL

195 SUTTON PLACE

NEW MILFORD, NJ 07646

GRADE SPAN

KG-05

MONMOUTH	MIDDLETOWN TWP	NEW MONMOUTH ELEMENTARY SCHOOL	25-3160-143	PK-05	10.2%	0.7%	16.1%
MONMOUTH	OCEAN TWP	WANAMASSA ELEMENTARY SCHOOL	25-3810-070	PK-04	10.8%	4.6%	16.7%
MORRIS	JEFFERSON TWP	ARTHUR STANLICK ELEMENTARY SCHOOL	27-2380-028	03-05	16.3%	0.3%	24.6%
MORRIS	MOUNT OLIVE TWP	MOUNTAIN VIEW ELEMENTARY SCHOOL	27-3450-060	PK-05	11.6%	3.3%	14.7%
MORRIS	PARSIPPANY-TROY HILLS TWP	TROY HILLS ELEMENTARY SCHOOL	27-3950-120	KG-05	12.1%	7.3%	13.7%
MORRIS	RANDOLPH TWP	FERNBROOK SCHOOL	27-4330-065	KG-05	17.9%	7.2%	18.8%
MORRIS	ROCKAWAY BORO	LINCOLN ELEMENTARY SCHOOL	27-4480-060	PK-03	11.7%	7.5%	9.7%
OCEAN	JACKSON TWP	HOWARD C. JOHNSON ELEMENTARY SCHOOL	29-2360-044	KG-05	12.9%	0.2%	20.5%
SOMERSET	HILLSBOROUGH TWP	HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOL	35-2170-040	KG-04	10.2%	4.6%	15.5%
SOMERSET	HILLSBOROUGH TWP	WOODFERN ELEMENTARY SCHOOL	35-2170-080	KG-04	14.4%	5.1%	20.1%
WARREN	GREAT MEADOWS REGIONAL	LIBERTY ELEMENTARY SCHOOL	41-1785-060	03-05	13%	2.3%	17.9%